

Arts Education in Action:

The State Arts Agency Commitment

National Assembly of State Arts Agencies ■ National Endowment for the Arts

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Preface

For more than ten years, the state arts agencies and the National Endowment for the Arts have pursued three goals in arts education:

- To make the arts basic to the education of youth in grades pre-K through 12.
- To increase public awareness of the value of arts education for children and young adults.
- To enable individuals and organizations, particularly artists and arts organizations, to increase the quality and availability of arts education.

Behind these goals are principles and beliefs that the Endowment and state arts agencies share with their partners at the national, state and local levels—partners that include educators, school administrators, policy makers, parents, civic officials and business leaders. Together, these partners have first recognized the need for comprehensive, balanced and rigorous arts curricula. A second principle is the importance of sequential learning, beginning before kindergarten and continuing through high school graduation. A third belief is that all children should have qualified teachers of the arts whose efforts are strengthened and supported by artists and arts organizations to help ensure that students are regularly engaging with artists and works of art.

While all who are committed to these goals have much work to do to achieve them, substantial progress has been made in the past decade. Content standards, and with them, greater clarity about what a comprehensive education in the arts should entail, have been developed nationally as well as by many states and localities. The 1997 National Assessment of Educational Progress (NAEP) in the Arts helped us understand current arts achievement while providing the impetus for state-level assessments. Also, new research strongly suggests a critical role for the arts in the development of children's thinking and problem-solving abilities, their engagement in learning across the curriculum, and their habits of mind in preparation for their lives and careers.

For these and other reasons, the arts have been referred to as the *4th R*. In a similar way, the state arts agencies, having been challenged by the Endowment in 1987 to take on new roles for themselves in arts education—namely those of leader and partner—have

increasingly employed the 3 Cs: *Catalyze, Convene, Collaborate*. Together, these roles spring from and in fact deepen the Endowment's and the state arts agencies' commitment to arts education.

With federal encouragement, state arts agencies are acting as leaders and partners to maintain this forward progress and sustain a deep commitment to arts education. To understand what this commitment means, NASAA, in partnership with the Endowment, collects, analyzes and periodically reports on data from state arts agencies. The following report documents the substantial financial investment that state arts agencies make in arts education and profiles innovative programs that extend the myriad benefits—both educational and aesthetic—of the arts to students, teachers and communities across the country. It is our hope that this insight into arts education in action will underscore the value of existing efforts and will inspire readers to provide arts education to even more students in the future.

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Introduction

This publication provides an overview of state arts agency arts education programs and describes how states and the National Endowment for the Arts collaborate to make education in the arts an integral part of the school curriculum. As part of a series begun with *The Education Commitment* in 1995 and *The Continued Commitment* in 1996, this document reflects NASAA's ongoing work to document arts education grant funding and program characteristics at the state level.

Benefits of Comprehensive Arts Education

There is a common agreement across the nation that schools must promote higher student achievement, support effective teaching, and improve the environment in which students are expected to learn. In addition to the intrinsic value of learning in the arts, a number of recent research studies suggest that education in the arts can be an important if not critical ingredient in our efforts to improve schooling for all students:

- Children who study the arts demonstrate higher math and reading scores, are able to more fluently learn other core subjects, and demonstrate measurable increases in self-esteem.¹
- Arts education is a key part of the thinking skills, communication abilities and creativity necessary for adult success in a competitive workforce.²
- Adults who received education in the arts during their school years are more likely to participate in arts activities, either as a consumer or a creator, further enriching their lives and communities.³
- The U.S. Department of Education recently reported that students receiving formal arts instruction score higher on measures of response, creation and performance in music, the visual arts and theater. Students with no access to arts classes receive consistently lower scores,⁴ highlighting how formal arts instruction is critical to students' ability to reap the full benefits of the arts.
- For both their intrinsic value and their connection to general achievement, the arts have been named as one of the core subjects in the National Education Goals.

Unfortunately, not every student in the United States is receiving comprehensive and sequential arts education. The National Assessment of Educational Progress (NAEP),

commonly called the Nation's Report Card, is the only nationally representative and continuing assessment of what American students know and are able to do in core subjects. The 1997 Arts Assessment Report Card produced by the Department of Education assessed student knowledge and skills in various artistic disciplines as well as the availability and nature of arts instruction in the schools. Of eighth-grade students participating in that assessment, up to 40 percent were not taking music classes. Fifty-two percent were not taking visual arts courses, and the percentage of students receiving no theater or dance instruction was much higher.⁵

State arts agencies (SAAs) across the country support effective local solutions to this problem, and run programs to make the intrinsic benefits of arts education available to students. By leveraging resources (state, federal, local and private) and exerting policy leadership, state arts agencies are working to ensure that students receive comprehensive and sequential arts instruction as part of a well-rounded school curriculum. Such a comprehensive education in the arts stresses curriculum-based learning that is linked to national-, state- and local-level standards and that meets the developmental needs of all children and young adults. Additionally, it should balance instruction in the history, critical theory and ideas of the arts with the development of skills in creation, production and performance.⁶

The State Arts Agency Role

State arts agencies have public mandates to expand participation in the arts and to extend the creative, social, educational and economic benefits of the arts to all communities. Arts education is at the foundation of these efforts, and state arts agencies as a group are committed to making the arts a basic part of every child's schooling. To attain this goal, state arts agencies have become education improvement resources, developing an array of strategies that:

- establish partnerships to set policy and implement programs
- provide professional development for teachers and administrators
- connect schools with artists and arts organizations in their communities
- support state and local education improvement plans
- support comprehensive, sequential curriculum development based on national- and state-level standards
- provide public information and advocacy tools about the arts and education

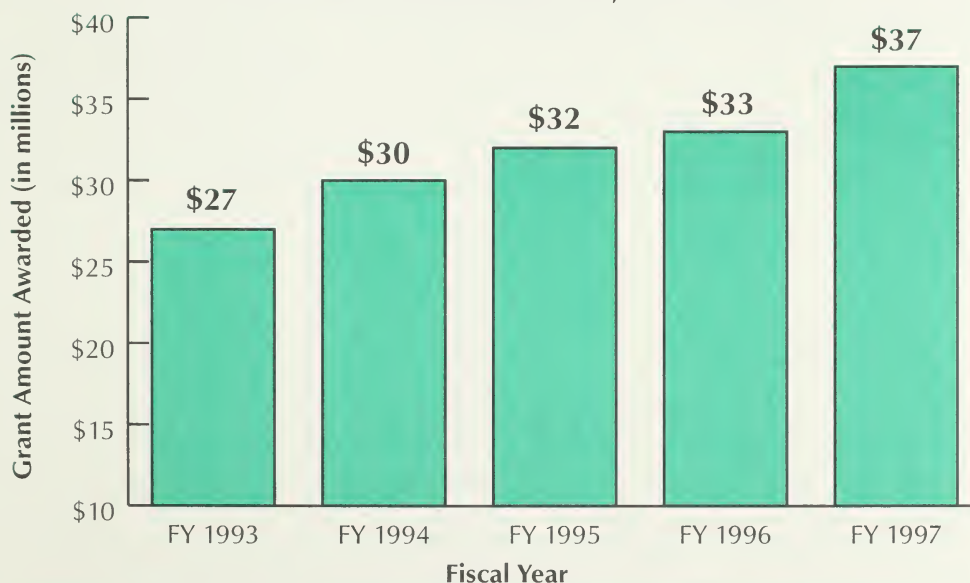
SAAAs devote significant financial and human resources to arts education each year, a trend that reflects the priority and success that arts education has achieved at the state and federal levels. In fiscal year 1997, SAAAs awarded \$36.5 million in state and federal funds—16 percent of their total grant budgets—to arts education programs. These funds supported 7,490 projects in 2,668 communities across the country.

SAA Arts Education Grants, FY 1997

# of Arts Education Grants Funded	7,490
Total Arts Education Grant Dollars	\$36,529,120
Percentage of SAA Grant Budgets	16%
# of Grantee Communities Funded	2,668
Total Investment Generated	\$748,554,618

State arts agency investment in arts education has increased over time. From FY 1993 to FY 1997, the number of arts education grants has risen from approximately 6,000 to more than 7,000, amounting to 28% of all arts grants awarded. At the same time, total SAA arts education grant dollars increased from a mid-recession low of \$24.8 million in 1992 to \$36.5 million in 1997, making up 16% of all SAA grant dollars awarded.

SAA Arts Education Grants, FY93-FY97



Federal Leadership

Many state arts education activities are undertaken in cooperation with the National Endowment for the Arts (NEA). Federal leadership from the NEA has enabled SAAs to reach more people with grant funds and to be agents for educational improvement at the state level. The NEA encourages SAAs to:

- promote planning for comprehensive arts education programs and practices
- provide professional development opportunities for teachers and artists
- establish local partnerships
- assist in developing and implementing curricula, and identify and share effective arts education practices

To this end, the Arts Endowment awards Partnership Agreements to help SAAs foster collaboration between the education, cultural and private sectors in each state. State arts agencies combine NEA funds from their Partnership Agreements with dollars received from state legislatures. These federal and state funds together are used to award arts education grants, develop programs that address local educational needs and establish strategic education partnerships.

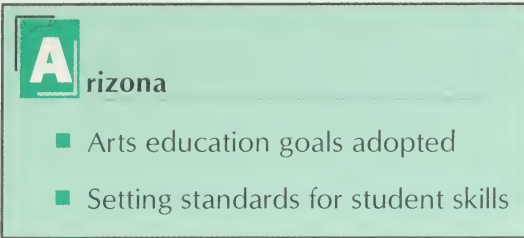
Federal funding also encourages local investment in arts education. In FY 1997, joint SAA and NEA funds for arts education grants generated local matches, partnership contributions, and earned income to create total project revenues of \$748.6 million—more than 20 times the original federal-state seed money.

Partnerships in Action

SAAs routinely collaborate with a wide array of agencies or organizations, including:

- state departments of education
- school districts
- alliances for arts education
- affiliates of national professional associations
- colleges and universities
- local and regional arts organizations

These ongoing relationships enable SAAs to develop arts education programs suited to the unique needs of each state and community. Partnerships also increase the resources available to improve education in the arts.



In Arizona, the Arizona Commission on the Arts partnered with the Arizona Alliance for Arts Education, the Arizonans for Cultural Development and the Arizona Department of Education to foster **VISION 2000: A Plan for Arts Education in Arizona**. VISION 2000 was created by over 350 educators, students,

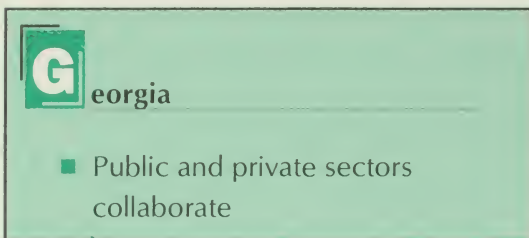
parents, policymakers, artists, arts organizations, and business and community representatives, who collaborated to set statewide goals:

- to have every school offer a comprehensive and sequential program in dance, music, theater, and the visual arts;
- to make the arts a natural link to other disciplines to promote thinking, creating, and evaluating; and
- to have every community develop a plan for arts education to make the arts essential to life long learning.

Since its inception in 1995, the VISION 2000 partnership has catalyzed the advancement of arts education in every corner of the state, focusing on delivery, assessment, resource development and advocacy. In April 1997, the State Board of Education adopted standards in dance, music, theater and visual arts which require students to demonstrate competency in four art forms by fourth grade and proficiency in one art form by high school graduation. The curriculum at all levels addresses production of art, art inquiry and art in context.

In July 1998, a progress report on VISION 2000 was published to record progress in reaching the vision. Attention is being given to schools to help them develop plans to implement the arts standards and inbed assessment into the teaching-learning process. As the year 2000 approaches the four partners are updating the original plan for a VISION 2005. To that end they are producing a study of existing arts education programs, school by school. This study will include identification of arts specialists in the schools, professional development programs in the arts for classroom and arts teachers and the use of outside resources, including artists in residence and participation with arts organizations. The data will then be updated, online, by the schools and connected to the Arizona Schools Report Card, published by the State Department of

Education and available online. The assembled information will help the VISION 2005 partners develop specific programs to support the needs of individual schools working to implement the arts standards and assessment.



Another example of a successful arts education partnership is the **Georgia Challenge Program**, which pairs the Georgia Council for the Arts, the Georgia Department of Education, and the Coca-Cola Foundation. These partners work together to assist local school systems in the development, imple-

mentation and expansion of curriculum-based arts education programs. The Coca-Cola Foundation donated \$150,000 between 1995-1998 to the program for administration and evaluation. In 1996, 19 school systems received Georgia Challenge Program grants, and in 1997 that number increased to 31. Included were grants for teachers to receive discipline-based arts education training at the North Georgia Institute for Education in the Arts or the Savannah Institute in the Arts, affiliates of the Southeast Center for Education in the Arts.

Professional Development

Professional development for teachers and artists is very important in ensuring that students receive quality arts education. Through SAA programs, teachers receive professional development and continuing educational opportunities to increase knowledge of and skills in the arts. Artists learn effective classroom techniques and skills for collaborating with teachers and school administrators. The types of professional development support offered by SAAs include training institutes, workshops, stipends for continuing education, mentoring and teaching materials.

Professional Development Services

- 45 SAAs offer workshops for teachers to receive professional development from artists
- 37 SAAs offer institutes longer than three days for teachers to attend
- 27 SAAs offer stipends for teachers to continue their own arts education
- 39 SAAs offer workshops for artists to learn classroom skills
- 20 SAAs offer institutes longer than three days for artists to attend
- 25 SAAs offer stipends for artists to continue their education in instructional methods and the arts



entucky

- Summer training institutes
- Teachers team up with artists

The Kentucky Arts Council collaborates with the Kentucky Center for the Arts to provide **summer teacher institutes for Kentucky educators**. The institutes are held annually in collaboration with three universities—the University of Louisville, Morehead State and Murray State—and take

place on their campuses at three different times during the summer. Each institute offers general classroom teachers as well as arts specialists two weeks of daily experiences in creative writing, dance, music, theatre and visual arts. All classes involve professional artists as well as educators and emphasize creative techniques, classroom practices, curriculum integration and assessment approaches. Local cultural organizations participate as well, giving teachers the opportunity to connect with artists and arts program providers from across the state.



alifornia

- Preparing arts educators of the future

Another good example of professional development is the **TeachARTS Mentor** program in California. Teachers and artist educators in the visual and performing arts are encouraged to enroll in the program to mentor arts education students as they prepare for teaching careers in the arts.

Mentors must be members of a professional arts education organization, be aware of cultural diversity issues, and be willing to spend weekly sessions with arts education recruits. In exchange, mentors receive professional development opportunities, statewide recognition and continuing education credits. The benefits of this program accrue to both current and future arts educators.

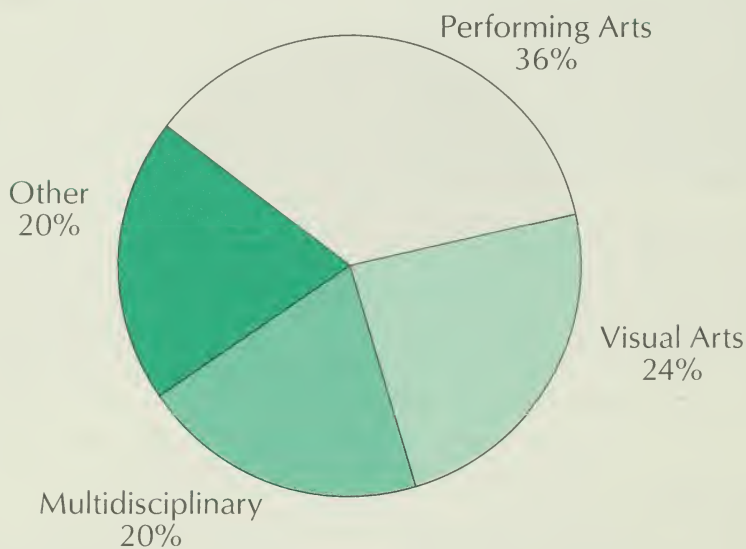
Artists in Residence

Artist residencies are an effective way to support comprehensive arts education because they maximize the amount of contact students and teachers have with practicing artists. School residencies promote student learning across a broad spectrum of art forms. Students get to see and become actively engaged in the artistic process from conception to execution. Teachers, too, benefit from the residencies by improving their own artistic knowledge and skills through observation and in-service instruction. Artist residencies often integrate the arts with non-arts subjects, thereby enriching the overall

curriculum and teaching methods in other core subjects. Many residency artists come from the local community and can enlighten students and teachers about the arts in their community while creating meaningful relationships with the school.

In FY 1997, state arts agencies awarded 2,837 grants totaling \$9,420,095 for artist-in-residence programs. The majority of these projects took place in public elementary and secondary classrooms, but some residencies were also sponsored at community sites such as recreation centers or after-school programs. The greatest number of grants supported performing arts residencies in theater, dance or music. Residencies in the visual arts, literature and folk/traditional arts were also common. Arts education residencies can last from five days to more than 20 days. A majority of states awarded both short-term and long-term residency grants, with 46 states awarding grants for residencies lasting fewer than 20 days and 43 states awarding grants for residencies lasting more than 20 days.

Disciplines of SAA Residency Awards



Other includes media arts, literature, interdisciplinary arts, folk arts, humanities, non-arts and non-humanities, and unreported.

Artist residencies are complex programs designed to do much more than just send an artist to a school. Residencies are formally structured to complement regular classroom work, to provide teachers (both arts specialists and teachers in other subject areas) with

new instructional tools and to reinforce schools' general student learning goals. Below is a table outlining some common structural components of SAA artist in residence programs and the number of SAAs requiring each element.

Artist Residencies

- 44 SAAs have pre-planning with school personnel
- 35 SAAs give artists training/evaluation in preparation for classroom experience
- 26 SAAs include student evaluations of residency
- 34 SAAs include program evaluations by arts teacher
- 42 SAAs include program evaluations by administrator
- 45 SAAs have artist provide teacher training through workshops, mentoring, etc.
- 38 SAAs have community outreach and/or advocacy by resident artists
- 42 SAAs provide guidelines for developing effective residency programs



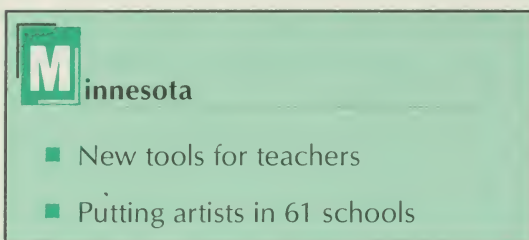
New Hampshire

- Art, civics and science connect
- Preserving natural resources

An example of an innovative residency is the **Great Brook Connection** in New Hampshire. The Great Brook Middle School has one art teacher and one music teacher. The school's arts curriculum offers a cumulative program of instruction, experimentation and practice in different media.

Students attend arts classes on a regular rotation, with three-week sessions in art and music every semester. The art curriculum includes painting, printmaking, two- and three-dimensional design, pottery and crafts. The music curriculum offers students a choice of band, chorale, chorus and instrument lessons, as well as music appreciation and composition. About 30 students receive dance instruction from the New Hampshire Dance Institute on a weekly basis. The Great Brook arts program includes thematic units that integrate the arts and other academic subjects. This thematic approach was the basis for a residency in which the Great Brook School formulated a three-year plan to build a ramp, walkway, platform, and sculpture at a nearby wetlands with the help of resident artists. For the first year of the project, a resident architect worked with students to design and build models of the structure that would lead to the wetlands and preserve the environment. A community jury reviewed and approved the plan. The students received building permits required for construction, which took place with the help of the science teacher, technology teacher, and community volunteers. During the second year, a resident sculptor helped students create an outdoor environmental sculpture that was the gateway to the wetlands. For the third year of the project, a theater resident worked with students in dramatizing the story of the Great Brook Connection.

The Great Brook Connection is evidence of how artist residencies promote hands-on learning of the arts and other core subject areas such as science, civics and conservation. It demonstrates the benefits of community participation and how everyone wins—the teachers, artists, students, community and environment.



Residencies not only benefit student learning, they also are a supportive, energizing opportunity for teachers. The Minnesota State Arts Board sponsored a folk music residency in the Akin Road Elementary school. Music teacher Elizabeth Beery Olson gave the project high marks in her program evaluation.

She said, "The residency we had brought freshness to me as a teacher. [Residency artist] Ross Sutter has a music education background. After he left, I came back to my teaching with more energy. An artist in residence can be a tremendous support to the people teaching the arts curriculum; suddenly, you're not alone anymore." The Akin Road project was part of a **statewide school residency program** that reached almost 97,000 students by putting 257 artists in 61 schools across Minnesota in 1996.

Goals 2000

The Goals 2000: Educate America Act, passed in 1994, is a federal education improvement effort that seeks to raise the standards of education for all students. It calls for all students passing grades 4, 8, and 12 to demonstrate competency in challenging subject matter. Toward this end, it outlines eight National Education Goals to be reached by the year 2000, and affirmed by the nation's governors. The improvement effort is funded by Congress and enjoys bipartisan support. The goals are:

1. All children will start school ready to learn.
2. The graduation rate will be 90 percent.
3. All children will be competent in core academic subjects including the arts.
4. U.S. children will be first in the world in math and science.
5. Every adult will be literate and able to compete in the workforce.
6. Schools will be safe, disciplined, and drug-free.
7. All educators will receive professional development.
8. Parents will become more involved in student learning.

In addition to being an explicit part of Goal 3, the arts can be integral to the achievement of the other goals.

Since passage of the Goals 2000 Act, the U.S. Department of Education has annually awarded grants to states for implementation of comprehensive education improvement plans. In turn, states use that money to award subgrants to school districts and schools for local education improvement activities. Local sites make their own decisions about how to use the money to achieve the national education objectives and other state educational requirements.

State arts agencies help schools implement education reform activities by working with other state agencies in many different capacities:

- articulating state standards for arts education
- fostering state- and local-level graduation requirements in the arts as well as college-entrance requirements
- assisting with curriculum and lesson plan development, including publishing guidelines on when and how to teach students in certain artistic concepts and skills
- assisting in the development of student assessments in the arts
- supporting opportunities for professional development to help teachers and artists refine their skills and address new arts standards
- providing school districts with information on how to win state department of education Goals 2000 subgrants

Since it is vital to have the arts in pre-K-12 education, the Arts Endowment and the National Assembly of State Arts Agencies helped 37 SAAs to participate in and benefit from a special Goals 2000 Arts Education Leadership Fund. The fund raised over one million dollars in private support to ensure that the arts were included in state- and local-level education improvement plans being implemented under the Goals 2000: Educate America Act.

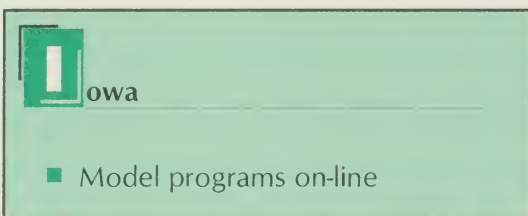


North Carolina

- New student assessment approaches
- Fostering local leadership

The North Carolina Arts Council (NCAC) used Goals 2000 Arts Education Leadership funds to help establish sound **student assessment practices** for the arts. In 1996, the North Carolina Education Standards and Accountability Commission implemented a pilot program to evaluate a prototype

performance-based assessment system for the state. As part of NCAC's Goals 2000 work, the arts were included in the initial training that took place to prepare schools for that new assessment initiative. In addition, a team of visual arts educators collaborated to develop complementary performance-based task design approaches for art classrooms. These approaches were piloted and then shared with 65 arts specialists working in all artistic disciplines. The response among North Carolina educators has been highly positive. Without the NCAC's work, arts education would not have been fully integrated into the state's new performance-based assessment system. Another notable project outcome is a cadre of teachers trained in arts assessment who can act as arts education leaders for their schools.



Another example of a Goals 2000 related activity undertaken by a state arts agency is the **Iowa Leadership Project**, a partnership among the Iowa Arts Council, the Iowa Department of Education, and the Iowa Alliance for Arts Education. Together, these agencies developed an online clearing-

house for information regarding the successful inclusion of the arts in school curriculum. By using this electronic resource, Iowa educators can get up-to-date information on arts education models for partnerships, curriculum, student assessment and staff development. Teachers previously trained in curriculum implementation show their peers how to use the new system. Leadership project partners established criteria for the model programs described in the clearinghouse, and are collaborating to maintain the system. The system can be found at the Iowa Alliance for Arts Education Web site at <http://www.smartz.org>.

Curriculum Development

All SAAs support state- and local-level curriculum development through the efforts of state departments of education, arts education organizations and local schools. With a growing number of states developing and implementing standards in the arts since 1994, SAAs have been instrumental in many efforts to implement standards and encourage curriculum innovation. SAAs actively support state-level curriculum development through partnerships with state departments of education and arts education organizations. SAAs help educators articulate formal goals, teaching methods and intended learning outcomes for quality arts education.

South Dakota

- Arts content standards developed
- Student progress evaluated

An example of curriculum development supported by SAAs is South Dakota's **ABC Program**, originally called the Arts in Schools Basic Education Grants. The program was begun by the South Dakota Arts Council, in partnership with other agencies, to respond to arts education needs identified in a statewide study done in 1990. The

goals of the program are to develop a practical, sequential K-12 arts education curriculum, and to develop practical examples of expanded school and community commitment to the arts. Local teams of school administrators and teachers are formed to steer the planning and implementation of ABC. They agree upon a mission statement that guides their activities. During the curriculum development phase, the teams establish local content standards in the arts and name specific objectives for student learning in each of five arts disciplines. This can include infusion of the arts into other subjects, developing new courses and syllabi, and creation of interdisciplinary units. Student assessment methods are developed to track student progress and help schools be accountable to their communities. Finally, the ABC teams reach out to new people, including other teachers and the community, believing that collaborations and partnerships are beneficial to the overall effort. As a result of the success of ABC, local content standards developed by the teams have since been incorporated into the voluntary statewide standards for the arts that most South Dakota schools now follow. The latest chapter in the ABC story is the development of an annual Arts Education Institute. Sponsored jointly by the South Dakota Arts Council, South Dakotans for the Arts and Black Hills State University, the Institute will offer participants the opportunity to earn two graduate credits in curriculum development. South Dakota Arts Council will provide scholarships to cover the cost of tuition. The first Institute, held in 1999, will be devoted to the visual arts with other disciplines offered in successive years on a rotating basis.

Washington

- A first-time arts curriculum

The Washington State Arts Commission awards **Arts Curriculum Grants** to the state's public school districts and schools. The program is designed to support current and long-range components necessary to the planning of quality arts education programs in K-12 public schools. All projects

funded must involve plans to prepare the school or its district for implementation of Washington's Essential Academic Learning Requirements in the Arts, standards established for all students. An example of a school district funded with this grant program is

the Chelan School District. Established in 1918, the district never had a sequential arts curriculum. With a Washington State Arts Commission arts curriculum grant, the district created an arts curriculum guide that responds to the state's arts learning requirements. The schools, students, parents, community artists and local businesses participated in the planning and writing of the new arts curriculum. As a result, the district not only created its first comprehensive sequential arts curriculum, it also enjoys strong community support for the arts and an ongoing community-based arts committee.

Advocacy and Public Awareness

Advocacy and public awareness also play an important role in arts education. Local attitudes toward arts education can spell success or failure for both long-standing programs and new arts education initiatives. Increasing public awareness of the importance and positive effects of the arts as an essential part of pre-K-12 education is a vital activity SAAs undertake. Although a few SAAs are prohibited by their state laws from doing direct advocacy work, SAAs as a group engage in a wide variety of public awareness activities.

Advocacy and Public Awareness Activity, 1996

- 52 SAAs produced arts education publications
- 24 SAAs maintain separate websites for arts education information
- 39 SAAs had partnerships with other organizations to promote arts education
- 36 SAAs actively worked with state legislatures and school boards
- 50 SAAs held meetings and conferences on arts education
- 19 SAAs produced media events such as Public Service Announcements, press conferences, and special recognition events

New Jersey

- Arts for every kid
- Advocacy tools for communities

New Jersey's **Arts for Everykid** campaign exemplifies how SAAs support advocacy networks and develop practical tools for communities wanting to improve arts education. Together the New Jersey State Council on the Arts (NJSCA), the Alliance for Arts Education/New Jersey (AAE/NJ)

and the New Jersey Network (a public television station) provide funds, materials and workshops to school districts and other interested parties wanting to make a case for arts education. Minigrants of up to \$1,000 are awarded to schools that want to develop innovative arts curricula and share them with other districts. Funding is also provided to individual teachers and artist-educators to initiate classroom projects that encourage arts literacy. The partnership also distributes videos, posters and a handbook detailing strategies for creating a successful advocacy campaign, including the how-to's of working with legislatures and school boards, networking, public relations and fundraising. AAE/NJ also monitors meetings of state education policy makers and produces a bimonthly advocacy newsletter that describes key issues affecting arts education and recommends needed grassroots action. In one year alone, this program responded to 619 calls to the 1-800 Arts for Everykid telephone hotline, funded minigrants in eleven counties, and sponsored 40 workshops that involved 5,300 teachers and school administrators from across the state. The Arts for Everykid campaign enables the grassroots to become successful advocates for arts education at both the state and local levels.

New Jersey's growing network of local arts advocates faced its greatest challenge when the state department of education began comprehensive education reform efforts to develop K-12 Core Curriculum Content Standards. AAE/NJ mobilized public support in favor of the standards and recruited testimony reinforcing the message that the arts must be part of the standards. In South Jersey, music supervisor Jean Levine, of Egg Harbor Township Public Schools, brought her students to testify before the state board of education. One of her most promising young sopranos sang an aria as part of her testimony, which was covered the next day in the local newspaper. Over 40 individuals across the state participated in the regional hearings, and subsequently the state board of education approved a set of K-12 Core Curriculum Content Standards that include the arts. With this approval, the arts were placed on equal footing with all other academic subject areas for the first time in New Jersey history.

Additional Information

Additional information on arts education activities at the national, state and local levels can be obtained from:

National Endowment for the Arts
 1100 Pennsylvania Ave, NW, Suite 703
 Washington, DC 20506
 Tel: (202) 682-5438 ■ Fax: (202) 682-5002 ■ <http://arts.endow.gov>

The National Endowment for the Arts seeks to expand opportunities for educational experiences in the arts and helps make the arts available to all Americans of all ages. The Endowment's Education and Access office promotes and invests, through partnerships with SAAs and RAOs, in activities that make the arts basic to education in grades pre-K through 12. The Endowment also works with the U.S. Department of Education and other public and private partners in making the arts a basic educational element of Goals 2000. The National Endowment for the Arts provides grants and information to arts organizations, education agencies and other groups involved or interested in pre-K-12 arts education. Among the resources available from the Endowment Web site are:

- *Grants to Organizations Guidelines, Fiscal Year 2000*
- *FY 1998 Curriculum-Based Arts Education Grants, Descriptions of 35 Education Category Grants to Improve Arts Teaching and Learning*
- *Bringing the Arts to Life for Children and Adults since 1965*
- *Lifelong Journey: An Education in the Arts, 1998*



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NASAA builds coalitions to advance arts education and publishes information for arts funders, educators and the public. NASAA also managed the Goals 2000 Arts Education Leadership Fund, for which the Arts Endowment and NASAA together catalyzed over \$1 million used in 37 states to organize statewide planning and actions linked to the nationwide implementation of the Goals 2000: Educate America Act. For more information about arts education and the role of state arts agencies, consult these resources available from NASAA:

- *Profiles: A Guide to State Arts Agencies' Arts In Education Programs, Seventh Edition, April 1997.*
- *Eloquent Evidence: Arts at the Core of Learning, 1995*
- *Part of the Solution: Creative Alternatives for Youth, 1995*

- *The Education Commitment: An Overview of State Arts Agencies' Arts Education Activities*, February 1995
- *The Continued Commitment: An Update on State Arts Agencies' Arts Education Grants*, November 1996
- *The Arts & Children: A Success Story*, video, 1996



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The Partnership is a nonprofit coalition of education, arts, business, philanthropic and government organizations that demonstrates and promotes the essential role of arts education in enabling all students to succeed in school, life and work. The Partnership's Web site provides information on timely and important developments in such areas as research, standards, assessment and advocacy for arts education, as well as links to the more than 100 organizations active in the Partnership. Publications available on the Web site include:

- *Gaining the Arts Advantage: Lessons from School Districts that Value Arts Education*, 1999
- *Good Schools Require the Arts*, 1998
- *Young Children and the Arts: Making Creative Connections*, 1998

About the Data

Quantitative information about SAA activities is made possible through state arts agencies' use of the National Standard for Arts Information Exchange, a set of terms, codes and reporting conventions designed to guarantee consistency and national comparability of grant-making data. The National Standard, administered jointly by NASAA and the National Endowment for the Arts, is used by SAAs for grants and information management, self-evaluation, accountability and reporting to the NEA.

Grant-making data included in this publication is a subset extracted from states' FY 1997 Final Descriptive Reports (FDRs) submitted to the NEA and to NASAA by the 50 states

and six special U.S. jurisdictions. For purposes of this analysis, arts education grant activities include those funded grant records reported as “arts education” or “arts in education.” All education grants, whether funded by state dollars, regranted NEA dollars, or some combination of the two, are included in this data subset, which represents approximately 90 percent of SAAs’ arts education expenditures. The remaining 10 percent includes such nongrant services as technical assistance, information dissemination, advisory activities and program-related staff time.

Sources of qualitative information include descriptive anecdotes submitted to NASAA and the NEA as well as the 1997 *Profiles: A Guide to State Arts Agencies’ Arts In Education Programs*. Additional arts education program information was obtained from tabulation of narrative reports submitted to the NEA by state arts agencies. NEA staff analyzed the reports, noting the presence or absence of certain programs and strategies in FY 1996. Then NASAA staff facilitated a survey of SAAs to confirm the results.

For more information on the National Standard, Final Descriptive Reports, or the data analysis employed here, contact the Research Division of the National Assembly of State Arts Agencies.

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Endnotes

¹*Eloquent Evidence: Arts at the Core of Learning*, National Assembly of State Arts Agencies, 1995. See also *Involvement in the Arts and Success in Secondary School*, Americans for the Arts, 1997.

²*Secretary’s Commission on Achieving Necessary Skills*, U.S. Department of Labor, 1992.

³*Effects of Arts Education on Participation in the Arts*, National Endowment for the Arts, 1996.

⁴*National Assessment of Educational Progress: 1997 Arts Assessment Report Card*, U.S. Department of Education, 1998.

⁵*Ibid*, Tables 4.1, 2.7 and 7.2.

⁶*Lifelong Journey: An Education in the Arts*, National Endowment for the Arts, 1998.

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Arts Education in Action: The State Arts Agency Commitment

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NASAA's mission is to advance and promote a meaningful role for the arts in the lives of individuals, families, and communities throughout the United States. We empower state arts agencies through strategic assistance that fosters leadership, enhances planning and decision making, and increases resources. NASAA is supported by member contributions, private grants and funds from the National Endowment for the Arts.



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